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ABSTRACT

Year-long observations of 51 teachers in 11 junior high schools resulted in identification of 2 groups of teachers who were rated as either more or less effective in classroom management during the year. Subsequently, these groups were observed and comparisons were made of their behaviors and activities during the first three weeks of school. After examining narrative and observational data, several broad themes or clusters of variables emerged to differentiate the more and less effective managers. These areas included: (1) rules and procedures; (2) teacher monitoring of student compliance and following through with consequences; (3) establishment of a system of student responsibility or accountability for work; (4) skills for communicating information; and (5) skills in organizing instructional activities. This report presents an analysis of teacher behaviors for each group in each of these areas. Implications of the results for teacher education and research on teaching are discussed. Appended tables provide data on all of the variables measured and compared during the study. (JD)

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Effective Management at the Beginning

of the School Year in Junior High Classes

The teacher's knowledge and skills in classroom management have long been considered central to teaching competence. Educational textbook authors writing for the preservice teacher training curriculum have traditionally treated the topic extensively. Specialty texts, ranging in style from the scholarly National Society for the Study of Education (NSSE) yearbook (Duke, 1979) to highly prescriptive behavior modification primers, are frequently published. At the in-service level, workshops often focus on the management components of teaching. Much of this management literature reflects the perspective that effective management results in high levels of student involvement or engagement in classroom activities, and low levels of inattention, disruption, or off-task behavior. Management skills thus are directed at promoting short or long term involvement in both procedural and academic tasks, and may be distinguished, at least partially, from instructional skills which have as a goal student acquisition of knowledge or skills. Of course, some teaching behaviors may have both managerial and instructional functions; for example, a teacher's choice of an assignment may reflect concern both for maintaining student engagement as well as facilitating learning.

That teacher management skills are central to the teacher's role has been noted frequently. For example, Lortie (1975, p. 151) observed that,

> There is universal agreement that the teacher must establish and keep sovereignty over classroom affairs . . . . The teacher, moreover, is expected to elicit work from students . . . [concern] with discipline and control, in fact, largely revolves around the need to get work done by immature,

changeful, and divergent persons who are confined in a small space.

Jackson (1968, p. 85) noted, "Certainly no educational goals are more immediate than those that concern the establishment and maintenance of the student's absorbtion in the task at hand." And Doyle (1979, p. 47) states that the teacher's immediate task, ". . .is to gain and maintain cooperation in classroom activities."

Viewed from the perspective of obtaining student engagement in classroom activities, teacher management has been the subject of research for quite some time. For example, in his chapter reviewing research on student involvement, Jackson (1968) cites numerous studies of student attention dating back to the 1920's. Management behaviors have not been neglected in process-product research either. Bloom's review (1976) of the literature on student attention indicated that a moderate positive relationship exists between measures of class or student attention and achievement (adjusted for entering achievement or ability). Other indicators of management effectiveness, including student behaviors probably affected by teacher management characteristics, as well as direct measures of teacher management behaviors, have also been linked to student achievement in the process-product research literature (Medley, 1977).

Given the importance of effectively managed classrooms, a reasonable question to pose is how teachers establish their management systems. Are particular behaviors and activities common to more effectively managed classrooms at the beginning of the school year, and do these behaviors and activities distinguish more and less effectively managed classes? The research literature is thin with respect to

beginning-of-year data, due no doubt to the difficulties inherent in gaining access to large numbers of classrooms at this sensitive time of the year. The studies of initial activities that have been reported, however, do provide some results that are consistent. Extensive observations of three fourth-grade teachers during the first seven weeks are reported by Tikunoff, Ward, and Dasho (1978). Their report emphasizes the centrality to management of rule-setting, teacher sanctioning behavior, and the socialization of the children to the teacher's rules and procedures. Moskowitz and Hayman (1976) observed the behavior of new junior high teachers and a group of "best" teachers, selected on the basis of student ratings made at the end of the preceding year. Best teachers had more successful first days, using that time to establish control, with more orienting and climate setting behavior. New teachers tended to initiate content-related activities more quickly, and they had more student off-task behavior. The new teachers' behavior suggests, not surprisingly, that they were not at ease in their new role: They joked less and dealt less with student feelings on the first day, compared to the highly rated teachers.

A year-long descriptive study of 27 third-grade teachers included extensive observations during the first three weeks of the year (Evertson & Anderson, Note 1). Subsamples of more effective and less effective managers were identified based upon data collected during the year. These subsamples were compared on numerous variables obtained from observations during the first three weeks of the year (Emmer, Evertson, & Anderson, in press). More effective managers differed from less effective managers on a number of characteristics at the beginning of the year. More effective managers tended to have more workable

systems of rules, and taught their rules and procedures systematically and thoroughly. Compared to the less effective teachers, the more effective managers monitored pupil behavior carefully, and reacted quickly to stop inappropriate behavior. These teachers' procedures, both for instruction and general classroom organization, seemed more in touch with their children's needs, and anticipated problems and concerns the children might have in adjusting to the setting. The teachers also had instructional skills which were stronger, including clearer directions and instructions, and more student accountability for their work.

In order to extend our knowledge of management practices, including beginning-of-year activities, the Junior High Classroom Organization Study (JHCOS) was conducted. It was designed to provide data pertinent to a number of questions about teacher management practices and their relationships with a variety of student and teacher characteristics, classroom processes, and outcomes. The present paper will report one aspect of the study, namely, the beginning-of-year behaviors and activities of subsets of more and less effective managers.

Methods

Description of Data Sources

Only a brief summary of the methods and data analyses used for this paper will be provided here. More extensive descriptions of the study's methodology and data are provided in Evertson, Emmer, and Clements (Note 2) and in Evertson and Emmer (Note 3).

Year-long observations were made in two classes each of 26 mathematics teachers and 25 English teachers (seventh and eighth grades) in 11 junior high schools. All teachers were observed in one class on

the first day of school, and usually five or six times in each class during the first three weeks. During the remainder of the year, each teacher was observed once in each class every three to four weeks.

Observational data consisted of a mixture of instruments designed to provide broad assessment and description of classroom activities, behaviors, and time use.

Classroom narrative records. Observers made extensive notes for each observation, describing in sequence the events during the observed period. Using these notes to stimulate recall, the observer, as soon as possible after the observation period, dictated onto audiotape an account of the period's events. Tapes were later transcribed. The narrative file thus consists of a series of typed descriptions for each class, two classes per teacher.

Time use logs. For each observed period, the observer filled out a log showing the amount of time spent in various activities and formats.

Student Engagement Rating (SER). Every 15 minutes, observers recorded the number of children who were on- or off-task at that time. The numbers of students in procedural or academic content activities and dead time were also noted.

Ratings of teacher and student behavior (Component Ratings). After each observation, the observer made a series of ratings (1 to 5 scales). These ratings provided summary assessments, for each period, of selected managerial, instructional, and behavioral characteristics (e.g., amount of disruptive behavior, clarity of directions, student success in academic activities, and so forth).

Another set of ratings (Narrative Ratings) was obtained, for a subset of teachers, identified as more or less effective managers. The

narrative records of the first three weeks of one of the classes for each of the teachers was read, activity descriptions were written, and summary ratings of 29 behaviors or characteristics were made.

Student data include California Achievement Test (CAT) scores, administered the preceding year by the school district, and used in this study to adjust for entering achievement; achievement tests in mathematics and English; and Student Ratings of Teachers (SRTs). The achievement tests and student ratings were administered in early May, after the observations were completed.

Selection of More and Less Effective Managers

The purpose of the subsample selection procedure was to obtain two groups of teachers who differed substantially in management effectiveness during the year. Identification of the groups then permitted comparisons to be made of their behaviors and activities during the first three weeks, using the various data sources obtained for each class. Data obtained during the first three weeks were not used in the subsample selection process.

The subsample selection criteria included: average percent of students coded as off-task, unsanctioned; the average percent of students coded as on-task in academic activities; a management effectiveness score derived from observer end-of-year ratings, and obtained from observers assigned to the teacher after the first three weeks' observations were concluded. The observer ratings used for the management score were based upon the sum of 18 scales appearing on a management effectiveness factor, obtained in a factor analysis of end-of-year observer ratings. A fourth criterion used was adjusted (residual) class mean achievement. Student ratings were used as an

exclusionary criterion. It was felt that if a teacher had high management effectiveness on criteria such as low off-task behavior or high engagement rates, yet obtained very low student ratings, then "effective" management may have been bought at the expense of student resentment and dissatisfaction. Consequently, we planned to exclude from consideration for the more effective management group, any teacher whose SRT class mean fell below a preestablished score, indicating wide-spread student discontent. This criterion turned out to be of no consequence for the more effective groups anyway. Of the six teachers whose classes had very low SRT means, none would have been included in the more effective group on the basis of the other four criteria. However, three of the six low rated teachers were placed in the less effective group on the basis of the other criteria.

The selection process was carried out separately for English and math classes, and involved the following steps:

1. Scores on the four criteria were listed for each teacher's class which had been observed on the first day of school. One class for each teacher had been observed on the first, second, and fourth class day, and usually on three other occasions during the second and third weeks. The other class had been observed less intensively during the first week, so this restriction maximized the amount of information about classroom processes at the beginning of the year.

2. Classes were listed from lowest to highest on average entering achievement levels based on the CAT scores.

3. Each teacher's ranks on the four criteria were computed, and then summed across criteria, yielding a composite management effectiveness criterion.

4. Subsets of teachers were chosen with high and low composite scores, with the restriction that the two groups be balanced on entering achievement, with equal numbers of teachers in each group.

This procedure resulted in the selection of six more effective and six less effective managers in math, and seven more effective and seven less effective managers in English. The groups of teachers taught classes which had similar average entering achievement levels. That the groups were very different on the management criteria can be seen from data in Table 1. Although the more effective managers have higher means on all the variables, the differences are most pronounced on the classroom observation variables.

Results

Samples of more and less effective managers having been identified, answers to the questions of whether and how these teachers differed in their beginning of year behaviors were sought. Several types of data were used.

Student Engagement Rates (SER)

Student Engagement Rates of more and less effective manager groups in English and in math classes were compared using two-way ANOVAs. The means of the four groups and the probabilities of main and interaction effects are shown in Table 3. Because of small sample sizes and the desire to maintain reasonable levels of power when testing hypotheses, Type I error rates of .10 and .15 were used for main effects and interaction effects, respectively. The results of the tests of the SER variables indicated that more effective managers, during the first three weeks of the year, had higher on-task rates, lower off-task,

unsanctioned behavior rates, and less dead time. The results were consistent in both math and English classes.

Component Ratings

Component Ratings of teacher and class behaviors and characteristics had been made for 34 variables during each observation. The average rating on each variable was computed, and a series of two-way ANOVAs (more versus less effective, math versus English) was run. The results of the tests are reported in Table 4. More effective managers were rated higher than less effective managers on several variables, including clarity in giving directions and in giving information, stating desired attitudes and behavior more frequently, in providing activities and assignments with higher levels of student success, in presenting clear expectations for work standards, and in consistency of response to appropriate and inappropriate behavior. More effective managers were rated as having less disruptive behavior in their classes, although the levels of such behavior, defined as instances which interferred with the attentional or work activities of the teacher or at least two students were not high in either group. Once disruptive behavior occurred, more effective teachers were rated as stopping it sooner and ignoring it less often than less effective managers. More effective managers also used their classroom rules and procedures more frequently to deal with such behavior. More effective managers were rated higher (but marginally so, $p < .10$) on use of listening skills and their classes' task orientation. Other teacher behaviors with a primarily affective focus showed no significant differences, and the means of both groups tended toward the mid-point of the scales. Only a few content effects occurred. English teachers were

rated as having slightly more distracting mannerisms than math teachers, but the overall levels were very low. English teachers, as a group, tended to criticize more in response to disruptive behavior, but the amounts of such behaviors were infrequent. More effective English teachers (but not math teachers) were rated more highly than less effective managers in English on the variables of describing objectives clearly, using materials which effectively supported instruction, and using and encouraging analytic processes. More effective managers in English were rated as maintaining better eye contact than less effective managers in English; the more effective managers in math classes were also higher on this variable than less effective managers, though the difference was not as great as in English.

Narrative Ratings (NR)

Narrative ratings, made by readers after they read and summarized the specimen records for each teacher's first three weeks, were analyzed next. Twenty-nine variables had been defined to supplement information obtained from other data sources. The average ratings of the groups were compared using a series of two-way ANOVAS. These results are shown in Table 5. Many differences between the more and less effective managers were identified; they will be described in the discussion section. Only a few subject matter effects and interaction effects were noted.

Supplementary Analyses

A question pertinent to the interpretation of the results of the preceding analyses is whether the differences reflect teacher effects, or whether their students' behavior was different from the very beginning of the year. If that were true, perhaps the teacher behaviors

were the result of or a reaction to the students and their behavior. While the data do not allow a direct test of the question, an analysis was conducted which bears upon it. For each class, the average rate of off-task, unsanctioned behavior during the first week of the school year was calculated for the more and less effective manager groups. No significant difference occurred. Then the same comparison was made for the second and third weeks' observations. This time, a significant ($p < .05$) difference was obtained (Figure 1), with the less effective managers' off-task, unsanctioned behavior rates being higher. The effects were consistent in both math and English. The same analysis was computed for disruptive behavior, with identical results (Figure 1). More and less effective managers did not differ in their class' mean disruptive behavior during the first week. However, a significant difference was found during the second and third week observations. A reasonable interpretation of these results, along with the fact that the groups were balanced with respect to entering achievement levels of the classes, is that both groups of teachers had initially comparable classes, and that differences in teacher behaviors led to substantially different student behaviors. This does not mean that students do not affect teachers; however, for these samples, the effects observed are largely a result of what the teachers did or did not do.

Discussion

The activity summaries of the narratives and the narratives themselves were read in order to obtain examples of behaviors and characteristics differentiating the groups, and to clarify the dimensions most relevant to a description of the differences. The

results of this aspect of the narrative analyses are integrated into the discussion.

After examining the narrative data and the observational data from the first three weeks, several broad themes or clusters of variables emerged to differentiate the more and less effective managers. These areas include: rules and procedures, including teacher monitoring of student compliance and following through with consequences; establishing a system of student responsibility or accountability for work; skills for communicating information; and skills in organizing instructional activities. In the description of each of these areas, variables from the Student Engagement Rates (SER), Component Ratings (CR) and Narrative Ratings (NR) are noted where they support the interpretation.

Rules and Procedures

All of the teachers had rules and procedures, and they all took time during the first or second class meeting to present or discuss these with the students. The amount of time used for the activity varied from a few minutes to over 40 minutes, with a few teachers using time in both the first and second class meetings. Stated, written, or posted rules often dealt with arriving at class on time, having appropriate materials, gum chewing, grooming, and behavior requirements. Some teachers included [illegible] procedures, such as grading and homework requirements in their initial discussion of rules and procedures; other teachers treated the latter areas separately. A wide range in the number of stated rules and their specificity was observed in both the more effective and less effective groups, and no substantial differences appeared between the more effective and the less effective teachers in the amounts of time they devoted to rules and general classroom

procedures. However, the more effective teachers were more successful than the less effective teachers in teaching the rules and procedures to their students (NR 10). The more effective teachers were more likely than the less effective teachers to provide students with dicto copies of rules and procedures, or to have the students copy them to place in a notebook. They were also more explicit about desired student behavior (CR 14).

In contrast to the more effective teachers, the less effective teachers' success in teaching the rules varied according to the area covered by the rules. For behaviors which occurred infrequently per period (e.g., tardiness, bringing materials) and required little or no interpretive ability to detect a violation, no differences were apparent. For these areas of behavior, the more effective and less effective teachers' rules generally were clear and students followed them (NR 26, 27, 29 show no differences). However, student behaviors which had high potential for occurrence or which might be accepted under some circumstances, but not under others (e.g., call outs) were not managed as well by the less effective teachers. The more effective teachers typically had expectations about call outs, movement about the room, talk among students, hand-raising and the like, which they translated into procedures to manage these behaviors. The less effective teachers had problems establishing a system to manage student-teacher and student-student contacts (NR 24, 25, 28). Some teachers simply did not have rules and procedures to cope with this class of behaviors. Other teachers who had rules or stated procedures (e.g., "Be courteous to others," "Students may not talk without permission") did not always present them clearly or enforce them.

Monitoring Student Compliance with Rules and Procedures and Following Through with Consequences

More successful managers monitored student behavior extensively (CR 10, NR 9, NR 15) and when inappropriate behavior occurred, it was quickly attended to (CR 24, NR 19, NR 20). The more effective teachers were rated by observers as more consistent in managing behavior (CR 21), although no more likely than less effective teachers to use positive reinforcement techniques or to reinforce inattentive behavior. The more effective teachers' responses to disruptive behavior differed from the less effective teachers in two ways. They ignored disruptive behavior less, and they used their rules and procedures more frequently (CR 28, CR 25). Using rules and procedures typically involved the teacher's reminding students of the rule when they were in violation of it and requiring compliance. The less effective teachers who had not established a procedure to manage the inappropriate behavior were forced either to ignore it, to make up a rule, or to cope with the problem ad hoc. The more effective teachers were also rated as more consistent in their enforcement of their system of rules and procedures (NR 11). The less effective teachers were less likely to invoke the prestated consequences (e.g., detention, demerit marks) for rule violation. They might be consistent for one type of behavior (e.g., tardiness), but not others (e.g., bringing materials every day). For procedures having no prestated consequence (e.g., hands raised before answering; only quiet talk during seatwork), the more effective teacher was more likely to note and to react to departures from acceptable behavior. The less effective managers were less vigilant or less inclined to intervene.

quickly, thus communicating inconsistent expectations for those types of behavior.

Maintaining Student Responsibility for Work

The more effective managers were clearly discernible from the less effective managers on a number of characteristics and behaviors related to the students' responsibility or accountability for productive use of time in the classroom and completion of assigned work. More effective managers kept better track of how students were progressing and whether they completed assignments (NR 9), and they achieved a more task-oriented focus in their classes (CP 36, NR 14). The more effective managers almost always had a system for grading in which each aspect of student work was related to grades. The necessity for completing all assignments was stressed, along with making up work after the student was absent. Daily assignments were most common; students were frequently required to maintain a notebook to store daily assignments, tests, and to record class notes. Teachers usually collected assignments daily, and they monitored students at the beginning of activities (NR 15), so they were able to detect inability to do the assignments, as well as to prevent students from avoiding work. Assignments were checked and graded frequently, and regularly returned to the students. The more effective teachers, through their procedures and consistent behavior, effectively communicated an attitude or expectation that their class time was for work relevant activity; that they were aware of what students were doing; and that the students were accountable for their work.

The less effective managers' behaviors and procedures produced a less well-developed sense of task-orientation in their classes. In no

case was there an absence of any emphasis on student accountability, it was just not as strongly evident as in the more effective teachers' cases. The problems noted in the less effective teachers' classes were focused mainly on the frequency of assignments, feedback, and teacher monitoring. In some classes, assignments were not given on a regular basis, so students apparently did not develop the expectation for daily work, and sometimes resisted it when it was assigned. In other cases, students were given an excessively long time to complete an assignment. For example, a seventh-grade English teacher had students begin an autobiography during the first week, but indicated that it was not due until six weeks later. The absence of routines for checking work and for feedback was apparent, particularly in English classes. In the latter, some classes were observed during the first three weeks in which none of the completed assignments turned in to the teacher were returned to the students. In other cases, spelling grades were the only form of significant academic feedback. Typically, fewer problems occurred with feedback in less effective teachers' math classes, compared to less effective teachers' English classes, because of the high frequency of checking of assignments by students, and the extensive use of "warm-ups" (four or five short problems to begin the period) with subsequent checking in both groups of math teachers.

The less effective teachers' poorer monitoring of student progress was caused by a variety of factors. Some teachers simply did not circulate among the students during seatwork and thereby diminished their ability to observe accurately. Other teachers worked with only a few students during seatwork. In some cases, the time between giving an assignment and collecting it was too long. At times, students checked

their own papers and altered them, or simply completed assignments in class during checking, without the teachers' awareness.

Communicating Information

Differences were noted between more effective and less effective managers on several variables related to skills in communicating information. More effective managers were more successful in presenting information clearly (NR 21, CR 12). More effective English teachers were clearer in giving directions, stating objectives, and had more consistent routines for communicating assignments to students than less effective teachers. No differences were observed for math on these variables (NR 3, CR 1, NR 8), although both groups of math teachers were judged to be relatively high on the variables. Possibly, the less effective math teachers benefited from the more linear structure of the curriculum in junior high math and the reliance on a single text. In English classes, spelling, English usage, writing, aspects of literature, and dictionary and reference use must be integrated. Thus, the teacher has many more decisions to make about appropriate sequencing, the mixture of activities, objectives, and assignments. Consequently for English classes, there is a greater potential for problems in communicating clearly about directions, objectives, and routines for conducting activities and carrying out assignments.

The role of clarity in classroom management is not difficult to describe and is borne out by an examination of the narratives. The more effective managers were able to communicate to the students their expectations about behavior. They were better able to segment complex tasks into step-by-step procedures, and to help students understand their tasks, and how to accomplish them. When students knew what to do,

and had the skills to do it, they were more likely to stay on-task. The more effective teachers were viewed as having more awareness of their students' entering skills than the less effective teachers. An example of an activity showing low understanding was an assignment in one of the lower achieving English classes to "Write an essay from the perspective of an inanimate object." The problem was compounded by an unclear explanation of perspective. Narratives noted more instances of vocabulary beyond some of the students' comprehension. As a consequence of being more aware of student skills, and clearer in giving directions and instruction, the more effective teachers' classes had more success in participating in class activities and completing assignments (NR 16, CR 15).

Organizing Instruction

A final area in which differences occurred during the first weeks was organizing instruction. The more effective teachers had less wasted time in their activities (SER 7) and more time-on-task (SER 9). Although the differences were not great at the beginning of the year, they widened during the remainder of the year. In both groups, little emphasis was given to differentiated assignments (CR 3) or to using a variety of materials (CR 5) during the first three weeks of the year. English teachers used more differentiated activities than math teachers (NR 23), but this was primarily in spelling, in which subgroups based on spelling ability were frequently used. More effective managers in both subjects rated higher on challenging more able students (NR 22). The over-all low ratings on this variable can be explained by the fact that much of the curriculum in both subject areas at the beginning of the year is a review of prior years' content. The challenge for more able

students in the more effective classes came in the form of extra credit problems and somewhat more demanding assignments, although still well within the reach of most students. More effective teachers generally organized their instructional time somewhat differently than the less effective teachers during the second and third weeks. More effective teachers interacted more with the students in a whole class format, while less effective teachers tended to rely on large amounts of time in seatwork activities. In some less effective classes, almost the entire period was given over to seatwork activities. This mode of instruction, if continued, would seem to present significant problems for maintaining student interest and motivation. More effective English teachers differed from less effective English teachers on several other organizational variables. Although no difference was noted in variety of materials (CR 5), more effective teachers were more likely to have them ready (CR 6), and their materials were more likely to be directly useful in instruction (CR 7). They also were clearer in giving directions (NR 3) and were more likely to have routines for communicating assignments to students (NR 8); e.g., having students' copy each day's assignment into a notebook, or posting assignments for the week. More effective English teachers also were better at designing activities to involve many students (NR 13). On most of these organizational variables (CR 6, CR 7, NR 3, NR 8) both groups of math teachers were highly rated. The subject specific effects in the area of organizing instruction likely reflect the more complex task facing the English teacher in this area.

In summary, the more and less effective managers differed in the way they organized instruction. Better managers planned activities

which resulted in less dead time for students, they tended to keep a whole-class focus for a longer time, and they relied less on seatwork. English teachers who were effective managers also gave evidence of better planning for instruction and supportive routines.

Conclusions

The behaviors identified as basic to good management are antecedent conditions in the effectively managed classrooms, but we cannot necessarily conclude that they are causal factors. However, common sense and the commonalities between the areas identified in this study and those found in other management research strongly suggest that these behaviors contribute to year-long management effectiveness. Clarity has frequently been found to be a concomitant of student learning gains, and there is no reason to doubt its rule in establishing effective management systems. Kounin's (1970) "withit" teachers most certainly were careful monitors of student behavior who dealt with inappropriate behavior quickly. The results of this study are also fairly consistent with the previously reported beginning-of-year study of third-grade classrooms (Emmer et al., in press). In both studies, similar areas of management were identified as important, but with some differences in emphasis. Elementary teachers placed more emphasis on teaching the rules and procedures than did the junior high teachers. Faced with the task of managing children in a wide array of activities through a 6 1/2 hour day, the elementary teacher's focus is understandable. In addition, the junior high school student has had more experience with formal education and possesses more "going to school" skills than the elementary level child. Thus, the junior high teacher's task is essentially one of communicating expectations clearly

and monitoring subsequent behavior for compliance, instead of providing extensive instruction and rehearsal of correct procedures. At the junior high level, the procedures and behaviors for maintaining student responsibility for work were a more dominant feature of the landscape than in elementary school classrooms. Finally, the more effective elementary managers had a stronger affective focus in their instruction; their activities and procedures appeared to reflect greater sensitivity to children's initial concerns with attending school. At the junior high level, most of the variables relevant to affective focus did not differentiate between the groups. The lack of differentiation does not indicate an absence of the characteristic. In fact, several of the variables occurred at moderate rates; however, they were not discriminating aspects of management effectiveness.

The results presented here have several implications for teacher education and for research on teaching. Clearly, the beginning of the year is a critical time for establishing behavior patterns, expectations, and procedures which can persist throughout the year. Unless preservice teachers learn how to begin school, their preparation is incomplete. The identification of the management areas of rules and procedures and of systems for maintaining student responsibility for work highlights the importance of teacher planning and teacher decision making. Recent research reported in these areas (Borko, Cone, Russo, & Shavelson, 1979; Clark & Yinger, 1979) indicates that teachers are sensitive to student involvement and that they seldom make significant alterations during instruction; i.e., decision making is mainly preinstructional. Thus, the teacher's conceptual, experiential, and informational bases for planning and organizing a management system, as

well as the types of decisions teachers typically make about management would be useful areas for inquiry. Finally, further research in needed: descriptive-correlational studies of teachers' management systems at different grade levels, content areas, and with various student types would enrich our current understanding of management practices and how they are influenced by context. In addition, experimental research would greatly aid in identifying the degree to which the various management characteristics are malleable, and the effects on student behavior of variations in management behaviors.

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Table 1

Comparison of the Means of More and Less Effective Managers in Mathematics

Variable	More Effective (n = 6)	Less Effective (n = 6)
Percent On-task, Academic (68.2; 12.2)	77.3	56.7
Percent Off-task, all activities (9.9; 6.6)	3.4	18.0
Observer management factor (74.6; 23.5)	95.0	49.2
Residual Achievement (0; .28)	.27	-.14
Student Rating of Teacher (61.2; 5.4)	65.5	59.5

Note: The mean and the standard deviation of each variable for the entire sample of classes are given in parentheses after the variable name.

Table 2

Comparison of the Means of More and Less Effective Managers in English

Variable	More Effective (n = 7)	Less Effective (n = 7)
Percent On-task, Academic (71.1; 12.0	81.5	68.3
Percent Off-task, all activities (6.8; 5.5)	3.5	12.1
Observer management factor (91.9; 18.6)	102.4	74.3
Residual Achievement (.01; .24)	.17	-.13
Student Rating of Teacher (60.6; 4.1)	60.3	57.7

Note: The mean and the standard deviation of each variable for the entire sample of classes are given in parentheses after the variable name.

Table 3

Comparisons of Average Student Engagement Rates of More and Less Effective Managers in Math and English Classes During the First Three Weeks

Variable	English		Math		Significance ($p \leq$)		
	More Effective (n = 7)	Less Effective (n = 7)	More Effective (n = 6)	Less Effective (n = 6)	More vs. Less	Math vs. English	Inter-Action
On task, academic	.73	.56	.69	.67	.10	-	.12
On task, procedural	.21	.30	.23	.20	-	-	-
On task, total	.93	.86	.92	.87	.05	-	-
Off-task, sanctioned	.01	.02	.01	.02	-	-	-
Off-task, unsanctioned	.03	.06	.03	.06	.10	-	-
Dead time	.03	.06	.03	.06	.10	-	-

Note: Because of rounding error in the table, some totals may not equal exactly the sum of their parts.

Table 4

Comparisons of Average Component Ratings of More and Less Effective Managers in Mathematics and English Classes During the First Three Weeks

More Variable Number	Less More Variable Description	English		Math		$p \leq$ Significance Levels		
		More Effective (n = 7)	Less Effective (n = 7)	More Effective (n = 6)	Less Effective (n = 6)	Math vs. Less	English vs.	Inter-Action
01	Teacher describes objectives clearly	4.3	3.3	3.8	3.8	.10	-	.10
02	Teacher considers attention spans	3.8	2.8	3.4	3.4	-	-	-
03	Teacher provides assignments for different students	2.0	2.1	1.9	1.2	-	-	-
04	Occurrence of verbal class participation	3.2	3.0	3.4	3.1	-	-	-
05	Teacher uses a variety of materials	2.0	2.0	1.8	1.6	-	-	-
06	Materials are ready and in sufficient quantity	4.4	3.7	4.3	4.4	-	-	-
07	Materials effectively support instruction	4.4	3.5	4.1	4.1	.10	-	.10
08	Teacher gives clear directions for use of materials	4.6	3.5	4.4	3.6	.01	-	-
09	Teacher has distracting mannerisms	1.2	1.3	1.0	1.0	-	.10	-
10	Teacher maintains eye contact with students	4.5	3.5	4.4	4.1	.01	-	.10

Table 4-continued

Variable Number	Variable Description	English		Math		Significance Levels ($p \leq$)		
		More Effective (n = 7)	Less Effective (n = 7)	More Effective (n = 6)	Less Effective (n = 6)	More vs. Less	Math vs. English	Inter-Action
11	Teacher's presentation of information is clear	4.5	3.6	4.5	4.2	.05	-	-
12	Teacher's presentation is adapted to different ability levels	3.2	2.7	3.2	3.0	-	-	-
13	Teacher provides and/or seeks rationale and analysis	4.1	3.1	3.7	3.8	-	-	.10
14	Teacher states desired attitudes	3.9	3.1	4.0	3.2	.05	-	-
15	High degree of pupil success	3.8	3.0	3.8	3.7	.05	-	-
16	Content is related to pupil interest and ability	3.4	2.8	3.1	2.8	-	-	-
17	Teacher provides clear expectations for standards	4.4	3.3	4.2	3.8	.01	-	-
18	Amount of positive reinforcement	2.8	2.5	2.9	2.6	-	-	-
19	Teacher signals appropriate behavior	3.6	2.9	3.5	3.4	-	-	-
20	Teacher reinforces inattentive behavior	2.0	2.1	1.8	1.9	-	-	-
21	Teacher displays consistency in dealing with behavior	4.0	2.8	3.8	3.1	.01	-	-
22	Amount of disruptive behavior	1.5	2.4	1.5	2.2	.05	-	-
23	Source of disruptive behavior	1.8	2.7	2.3	2.6	.05	-	-

Table 4-continued

Variable Number	Variable Description	English		Math		Significance Levels ($p \leq$)		
		More Effective (n = 7)	Less Effective (n = 7)	More Effective (n = 6)	Less Effective (n = 6)	More vs. Less	Math vs. English	Inter-Action
24	Teacher stops disruptive behavior quickly	4.1	2.5	3.7	2.5	.01	-	-
25	Teacher gives rules or procedures to stop disruptive behavior	3.3	2.5	3.5	2.5	.05	-	-
26	Teacher criticizes or justifies authority to stop disruptive behavior	1.8	2.0	1.1	1.3	-	.05	-
27	Teacher punishes to stop disruptive behavior	1.5	1.6	2.2	1.6	-	-	-
28	Teacher ignores disruptive behavior	2.1	2.9	2.3	3.3	.05	-	-
29	Teacher has a conference to stop disruptive behavior	0.0	0.1	0.1	0.3	-	-	-
30	Teacher displays listening skills	3.2	2.8	3.6	2.9	.10	-	-
31	Teacher expresses feelings	3.1	2.9	2.9	2.7	-	-	-
32	Teacher is receptive to student input	3.4	3.1	3.4	3.2	-	-	-
33	Teacher is oriented to student needs	2.9	3.0	2.9	3.0	-	-	-
34	Teacher nurtures student affective skills	2.0	2.1	1.8	1.7	-	-	-
35	Class has task-oriented focus	4.5	3.7	4.5	4.2	.10	-	-
36	Teacher encourages group cohesiveness	3.2	2.6	3.1	3.1	-	-	-

Table 5

Comparisons of More and Less Effective Managers, Using Mean Reader Ratings of Narrative Records from the First Three Weeks

Variable Number	Variable Description	English		Math		Significance Levels ($p \leq$)		
		More Effective (n = 7)	Less Effective (n = 7)	More Effective (n = 6)	Less Effective (n = 6)	More vs. Less	Math vs English	Inter-Action
01	Understanding of students' entering knowledge and skills	4.4	3.1	4.3	3.8	.05	-	-
02	Instructional clarity and coherence	4.6	3.3	4.3	3.8	.01	-	-
03	Clarity in giving directions	4.9	3.1	4.0	4.0	.01	-	.01
04	Regular academic feedback to students	3.7	2.1	4.2	3.3	.01	.05	-
05	Early establishment and maintenance of communication with parents	1.7	1.4	1.8	1.8	-	-	-
06	Commands personal credibility as behavioral and academic authority	4.6	2.7	4.0	3.5	.05	-	-
07	Work requirements are clear	4.6	3.3	4.5	4.0	.01	-	-
08	Consistent routines for communicating assignments to students	4.3	3.0	3.7	3.8	-	-	.11
09	Effectively monitors student progress and completion of assignments	4.7	2.4	4.8	3.5	.001	.10	-
10	Procedures and rules are well taught	4.0	3.1	4.0	3.2	.05	-	-
11	Consistent enforcement and follow-through	3.7	2.3	3.2	2.3	.05	-	-

Table 5-continued

Variable Number	Variable Description	English		Math		Significance Levels ($p \leq$)		
		More Effective (n = 7)	Less Effective (n = 7)	More Effective (n = 6)	Less Effective (n = 6)	More vs. Less	Math vs. English	Inter-Action
12	Extent to which students are left with dead time	1.6	2.7	1.8	2.2	.05	-	-
13	Activities with variety, interest, involvement for many students	4.1	2.7	3.2	3.2	.05	-	.05
14	Norm of productivity, positive task orientation in class	4.1	3.0	3.7	2.8	.05	-	-
15	Teacher effectively monitors at the beginning of activities	4.1	2.9	3.8	3.5	.05	-	-
16	Students are successful in complying with activity task requirements	4.1	3.4	4.2	3.5	.10	-	-
17	Frequency of teacher interruptions of the total class during seatwork	1.9	2.0	2.0	2.0	-	-	-
18	Extent of student initiation of inappropriate contacts with other students	2.0	3.4	2.8	3.2	.05	-	-
19	Teacher allows unproductive or avoidance behavior to continue more than a few seconds without intervention	1.9	3.6	2.3	3.3	.01	-	-
20	When avoidance occurs, the teacher is successful in interventions	3.9	3.1	3.8	2.7	.05	-	-

Table 5-continued

Variable Number	Variable Description	English		Math		Significance Levels ($p \leq$)		
		More Effective (n = 7)	Less Effective (n = 7)	More Effective (n = 6)	Less Effective (n = 6)	More vs. Less	Math vs. English	Inter-Action
21	Extent of student avoidence behavior during activities	1.9	3.3	2.3	3.3	.05	-	-
22	More able students are challenged	3.0	1.9	2.0	1.3	.05	.10	-
23	Differentiated assignments, materials, or activities	2.3	1.7	1.5	1.3	-	.11	-
24	Students out of seat during class	1.3	2.4	1.7	2.5	.05	-	-
25	Frequency of unsolicited call outs	1.6	3.0	2.2	3.3	.01	-	-
26	Students forget materials and supplies	1.9	2.6	1.7	1.8	-	-	-
27	Students misuse supplies or materials	1.0	1.0	1.0	1.2	-	-	-
28	Social talk among students during seatwork or lecture	1.7	3.3	2.3	3.8	.01	-	-
29	Tardiness	1.7	1.9	1.7	2.2	-	-	-

Note: Each variable was rated on a scale from 1 (Uncharacteristic; infrequent) to 5 (Very characteristic; frequent).

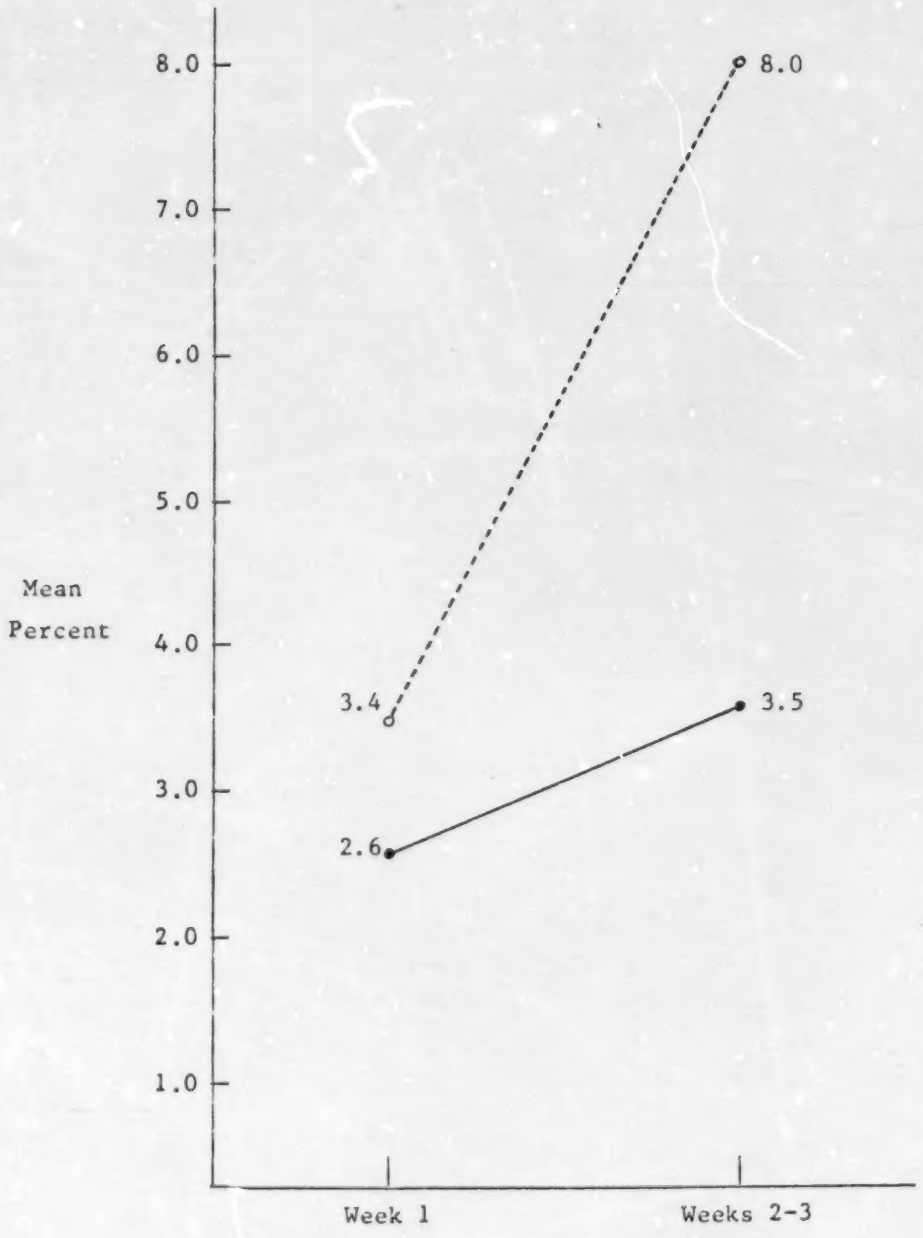

Figure 1. Average percent off-task, unsanctioned behavior during Week 1 and Weeks 2-3 in more effective (ME) and less effective (LE) managers' classes.

[·————————· = ME; ·----------· = LE]

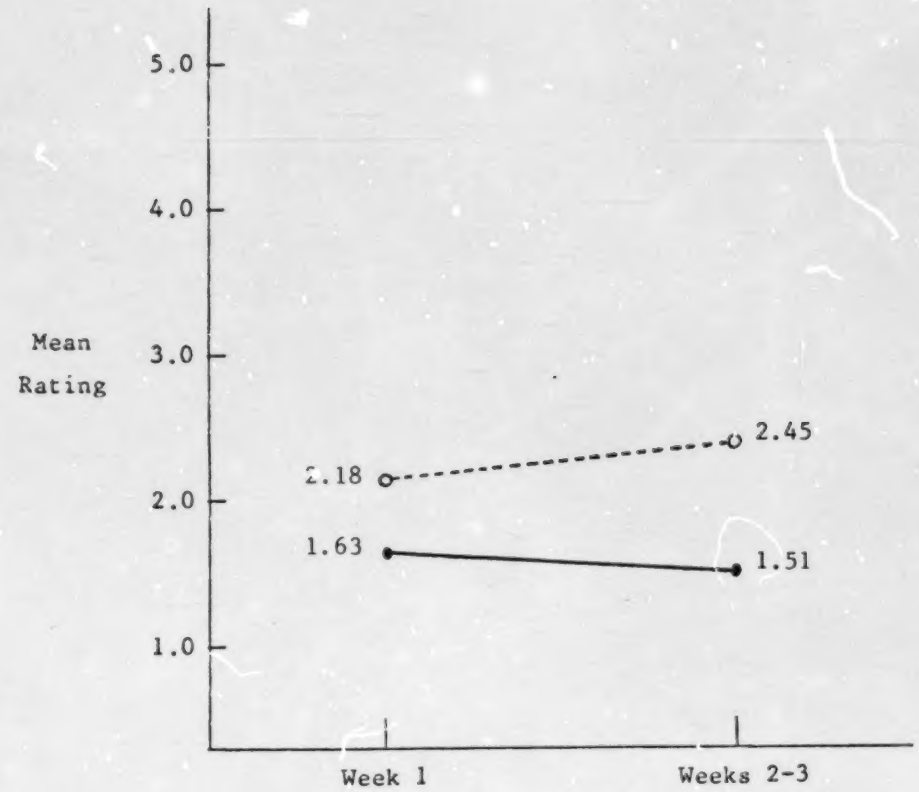

Figure 2. Average ratings of amount of disruptive student behavior during Week 1 and Weeks 2-3 in more effective (ME) and less effective (LE) managers' classes.

[•————————• = ME; •---------∘ = LE]